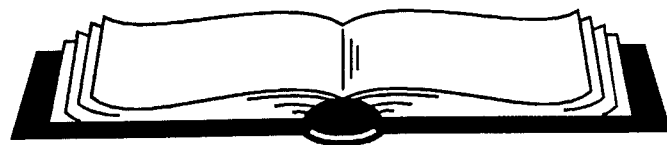


**NEW JERSEY**2000-2001  
Guidelines and  
Application**BEST  
PRACTICES****Deadline for Application to County Office:  
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Public Engagement</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Wildcat Banking</u>	
Number of Schools with Practice	<u>one</u> (If more than one school or district, read and complete information on page 2.)	

County	<u>Ocean</u>		
District (Proper Name)	<u>Manchester Township School District</u>		
Address	<u>121 Route 539/P.O. Box 4100</u>		
	Street/P. O. Box		
	<u>Whiting, NJ 08759</u>		
	City		Zip Code
Telephone	<u>732.350.5900</u>	Fax <u>732.350.0436</u>	Email <u>wdefeo@manchester</u>
Chief School Administrator	<u>Dr. William DeFeo</u>		
Nominated School #1 (Proper Name)	<u>Whiting Elementary School</u>		
Address	<u>412 Manchester Boulevard</u>		
	Street/P. O. Box		
	City	<u>Whiting, NJ 08759</u>	Zip Code
Telephone	<u>732.350.4994</u>	Fax <u>732.350.4476</u>	Email <u>mstevens@manchester</u>
Principal	<u>Marjorie S. Stevens</u>		
Program Developer(s)	<u>Mrs. M. Stevens, Mrs. B. Fonrester, Mrs. J. Swanson, Mrs. K. Honan, Mrs. A. Hawley</u>		
Application Prepared By	<u>Program Developers (above)</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>William DeFeo</u>		

<b>FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY</b>	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <u>Luella R. Kelly</u>

**NEW JERSEY STATE DEPARTMENT OF EDUCATION**

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.**

- RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied **on one side of the page.** The information on pages 1 and 2 (if applicable) must be copied **on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b>	<b>Grade Levels</b>	<b>Practice Name</b> <u>Wildcat Banking</u>
<input checked="" type="checkbox"/> Elementary School	<u>PK-5</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	_____	Number of Districts with Practice _____
<input type="checkbox"/> Junior High School	_____	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> High School	_____	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input checked="" type="checkbox"/> Rural
<input type="checkbox"/> Other: _____	_____	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input checked="" type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
6apbp.20

**1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.**

Our school operates an in-house banking program that is designed to develop students' ability to pose and solve mathematical problems as well as use critical thinking and decision-making skills through everyday experiences. In addition, our youngsters learn work place readiness skills through career exploration activities.

For the second year in a row, we have been operating our own banking program with the support of a local bank and its representatives. Students are encouraged to open their own bank accounts through the bank with as little as \$.25. Bank representatives come to the school to train our fourth and fifth grade students for the following positions: tellers, customer service representatives and entry clerks.

Students encourage their peers to become bankers at our school bank, which operates once per month during our lunch periods. Banking is open to all students in grades one through five. In order to publicize our banking program, students make posters advertising the dates of banking and the benefits of participation. In addition, students periodically make public service announcements over our live morning broadcast news program to highlight aspects of our banking program.

Banking lessons are also conducted within the classroom. Representatives from the bank present a six-week program instructing second grade students on the beginning of banking, bartering, interest and various banking terminology. The six-week program culminates with a trip to a local bank where students observe banking operations and develop an awareness of careers dealing with finance.

Our program is innovative in the following ways:

- students are training for career opportunities in the field of banking
- students meet with trained career professionals throughout the year
- students have the opportunity to use their public speaking skills in a variety of ways—during actual banking houses; as a guest on the broadcast news program; and as bank representatives
- students are using their skills in a real-life setting that corresponds to the work place readiness skills
- students are made aware of life skills they will use in the future.

As a result of our participation in our school-wide banking program, our math scores have increased dramatically in the ESPA, with a passing rate of 81%, up from 61% for the previous year. We believe that our children have made great strides in the area of mathematics as a result of sound, educational practices that promote partnerships with community and business organizations so that learning is integrated with real-life experiences.

2. **List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

Our Banking Program addresses the following Core Curriculum Content Standards, as well as the Cross-Content Workplace Readiness Standards.

**4.3.10.1 Apply mathematics in their daily lives and in career based contexts.**

The students need to calculate deposits, withdrawals, and carry over balances. All business transactions must “*prove out*” at the end of each banking session. Students are issued their own savings register and receive quarterly statements regarding their accounts.

**4.5.5 Use technology to gather, analyze and display mathematical data and information.**

As Tellers, students receive savings deposits in the form of cash and issue receipts for the deposits. Using calculators, students must balance their work at the close of the banking session. As Data Entry Clerks, students record all deposits for the school and bank records on a bank register and balance their register at the close of the day. As Customer Service Representative, students keep record of all the students account numbers. If a student comes in without a preprinted deposit slip or account number, the CSR assists them

**6.5.4 Describe the influence of technology in daily life.**

Our tellers and entry clerks utilize calculators to “*prove*” out the books at the end of each banking session. Students also observe professional bankers going about their daily business at one of our local banks.

**6.6.3.1 Describe work that people perform in our economic system.**

As bankers the students are an integral part of our economic system. Our 4<sup>th</sup> and 5<sup>th</sup> grade students fill out job applications for the positions they want and are interviewed for the position. There are three positions available – teller, entry clerk, and customer service representative. These skills apply to their daily lives as young people and as adults as they enter the workforce.

**6.6.8 Describe the interaction of various institutions that comprise economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.**

The children learn that households have only so much money to save, and that other income goes to pay for other necessities. People bank for a variety of reasons. Households, agencies, employees, and businesses have rules that need to be followed as do the students who conduct banking.

**7.1.15.1 Explore employment opportunities where languages are advantageous.**

Students practice their speaking skills as their peers come to them with banking questions and transactions during banking hours. Students are required to be on time for banking hours and must show responsible and professional behavior while “*working*.”

Spanish lessons are part of the curriculum at our school and we have incorporated this into our banking program. Job titles, as well as essential vocabulary are all labeled in Spanish for the students’ identification and use.

**3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

All students need a basis for the use of mathematics in their daily lives. . Through the banking program the students are able to apply mathematical concepts in their daily lives and in a career based context. They are able to deal concretely with the abstract teachings from their math textbook. They are realizing the need for accurate computation and record keeping. (4.3.10)

All students need to realize the necessity and the correlation of technology and daily living through the use of calculators and computers. The students are required to keep careful records of all transactions as well as assist younger students in calculating their money and writing their deposit slips. They realize it would be a time consuming and cumbersome task to have to write everything down on paper and add them up by hand or in their head. When they tour the local bank they observe people working at their computer stations utilizing them to perform different tasks. (6.5.4)

The economics of our capitalistic society is based on commerce and a free market economy, which is an integral part of our every day life. The students need to understand the need of banking in their lives for in their future in terms of savings, investments, financial planning, and the benefits of saving money. The students are also exposed to many future careers, teller, entry clerk, loan officer, vice-president of the bank, customer representative, computer programmer, computer data processor, secretary, and receptionist. (6.6.3)

Students need to realize the interdependency of our society and how businesses, banks, government agencies, labor unions, corporations and households work together to accomplish our daily lives. (6.6.8)

We found that our students scored higher on the standardized testing.  
Percentage of students passing went from 61% to 81% in the area of Mathematics.  
We believe this progress was due to addressing the educational needs of our students in the area of mathematics. This percentage increase reflects not only our encouragement to students in the area of Mathematics but also a change to a new and more challenging testing program, Terra Nova. The Terra Nova is a more difficult and complex testing program due to its open-ended and thought provoking questions. On the Terra Nova testing technology was addressed through the use of calculators. The students were most familiar with the use and counting of money for the testing situation due to the use of money in their daily lives in school through the banking program and school store.

**4. *Describe how you would replicate the practice in another school and/or district.***

In order to replicate this practice in another school district, it would necessitate contacting a local bank and inquiring as to their desire to work with the school and students.

Working together, the bank and the appropriate school personnel would have to outline the training strategies, appoint a bank trainer and a school liaison, schedule the banking days, time and grade levels. Together they would have to communicate the opening of the bank and the services available through this banking service (i.e. deposits, statements, bank book registers, withdrawals, etc.)

Once a plan is established between the Bank and School Personnel, the program would be put into action, including training the Student Bank Tellers and assisting the Student Bank Tellers during the actual school banking hours.

If any other schools are interested in replicating the banking program they are encouraged to contact us to arrange a visit and observe the program in action.